Sixth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	**6.R.1.1 Students can expand word meanings using word categories and word parts.**
(Application)	**6.R.1.2 Students can utilize context to comprehend words with multiple meanings.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Analysis)	**6.R.2.1 Students can utilize direct and implied meaning to comprehend text.**
(Application)	**6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Comprehension)	**6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.**
(Comprehension)	**6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.**
(Comprehension)	**6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	**6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Synthesis)	**6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.**
(Evaluation)	**6.R.5.2 Students can evaluate the credibility of informational texts.**
(Application)	**6.R.5.3 Students can utilize sources to locate information.**

Sixth Grade Reading
Performance Descriptors

Advanced	**Sixth grade students performing at the advanced level:** • analyze word meanings using word categories and word parts; • analyze context to comprehend words with multiple meanings; • analyze the context of a passage to support direct and implied meaning; • apply the elements of fluency to comprehend; • analyze text structures to determine meaning in fiction, nonfiction, and poetry; • analyze literary elements to determine meaning in fiction, nonfiction, and poetry; • analyze literary devices to determine meaning in fiction, nonfiction, and poetry; • compare, contrast, and evaluate text from different time periods, cultures, and historical events; • synthesize multiple sources to compare and contrast information when reading informational texts; • utilize and evaluate the credibility of texts to locate information.
Proficient	**Sixth grade students performing at the proficient level:** • expand word meanings using word categories and word parts; • utilize context to comprehend words with multiple meanings; • utilize direct and implied meaning to comprehend text; • demonstrate the elements of fluency to comprehend text; • describe text structures to determine meaning in fiction, nonfiction, and poetry; • describe literary elements to determine meaning in fiction, nonfiction, and poetry; • describe literary devices to determine meaning in fiction, nonfiction, and poetry; • compare and contrast text from different time periods, cultures, and historical events; • compare and contrast information on one topic from multiple informational texts; • evaluate the credibility of informational texts; • utilize sources to locate information.
Basic	**Sixth grade students performing at the basic level:** • identify word meanings using word categories and word parts; • define words to comprehend; • utilize direct meaning to comprehend text; • demonstrate the elements of fluency; • identify text structures in fiction, nonfiction, and poetry; • identify literary elements to determine meaning in fiction, nonfiction, and poetry; • identify literary devices to determine meaning in fiction, nonfiction, and poetry; • compare text from different time periods, cultures, and historical events; • use two sources to compare or contrast information; • distinguish fact from opinion in informational texts; • utilize one source to locate information.

Seventh Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	**7.R.1.1 Students can analyze word parts to determine meaning and context.**
(Analysis)	**7.R.1.2 Students can infer how word choice affects meaning.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	**7.R.2.1 Students can interpret text using comprehension strategies.**
(Application)	**7.R.2.2 Students can read fluently to comprehend grade-level text.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Evaluation)	**7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.**
(Comprehension)	**7.R.3.2 Students can identify how authors use literary elements to create meaning.**
(Comprehension)	**7.R.3.3 Students can identify how authors use literary devices to create meaning.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Application)	**7.R.4.1 Students can identify recurring themes in text from diverse cultures, time periods, and historical events.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	**7.R.5.1 Students can determine which reference sources will provide the best information for the assigned task.**
(Analysis)	**7.R.5.2 Students can analyze and organize data from informational text.**
(Evaluation)	**7.R.5.3 Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.**
(Analysis)	**7.R.5.4 Students can analyze the author's purpose in text.**

Seventh Grade Reading
Performance Descriptors

Advanced	**Seventh grade students performing at the advanced level:** • formulate new words using word parts; • justify how word choice affects meaning; • evaluate text using comprehension strategies; • read fluently above grade-level text; • evaluate how authors use literary elements to create meaning; • evaluate how authors use literary devices to create meaning; • evaluate the characteristics of fiction, nonfiction, drama, and poetry; • identify and evaluate recurring themes in text from diverse cultures, time periods, and historical events; • synthesize information about a topic contained in multiple sources; • synthesize data from informational text; • combine new information with existing knowledge to form new interpretations; • evaluate the author's purpose in text.
Proficient	**Seventh grade students performing at the proficient level:** • analyze word parts to determine meaning and context; • infer how word choice affects meaning; • interpret text using comprehension strategies; • read fluently to comprehend grade-level text; • examine text structures for characteristics of fiction, nonfiction, drama, and poetry; • identify how authors use literary elements to create meaning; • identify how authors use literary devices to create meaning; • identify recurring themes in text from diverse cultures, time periods, and historical events; • determine which reference sources will provide the best information for the assigned task; • analyze and organize data from informational text; • evaluate the accuracy and credibility of information about a topic contained in multiple sources; • analyze the author's purpose in text.
Basic	**Seventh grade students performing at the basic level:** • identify word parts; • recognize that words have different meanings; • identify comprehension strategies; • read fluently below grade-level text; • describe literary elements to create meaning; • describe how authors use literary devices to create meaning; • identify the characteristics of fiction, nonfiction, drama, or poetry; • read to understand other cultures and time periods; • classify information about a topic from limited sources; • identify information to answer questions from informational text; • determine the credibility of information; • identify the author's purpose in text.

Eighth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	**8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Analysis)	**8.R.2.1 Students can analyze text using comprehension strategies.**
(Application)	**8.R.2.2 Students can read fluently to comprehend grade-level text.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	**8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.**
(Analysis)	**8.R.3.2 Students can examine the effects of the author's use of literary devices.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	**8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Evaluation)	**8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.**
(Knowledge)	**8.R.5.2 Students can recognize expository, persuasive, and procedural text.**
(Synthesis)	**8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.**

Eighth Grade Reading
Performance Descriptors

Advanced	**Eighth grade students performing at the advanced level:** • analyze word origins and derivations to extend vocabulary; • interpret text using comprehension strategies across genres; • read fluently to comprehend above grade-level text; • evaluate the author's use of literary elements in text. • evaluate the effect of the author's use of literary devices; • compare and contrast themes and conflicts in literature from different time periods and cultures. • evaluate information and author's purpose for accuracy and credibility; • differentiate between expository, persuasive, and procedural text; • synthesize valid information across a variety of sources to enhance understanding.
Proficient	**Eighth grade students performing at the proficient level:** • apply contextual knowledge of word origins to extend vocabulary; • analyze text using comprehension strategies; • read fluently to comprehend grade-level text; • examine the author's use of literary elements in fiction, nonfiction, drama, and poetry; • examine the effects of the author's use of literary devices; • compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts; • evaluate information and author's purpose about a topic gathered from informational text; • recognize expository, persuasive, and procedural text; • combine new information with existing knowledge to enhance understanding.
Basic	**Eighth grade students performing at the basic level:** • recognize that words come from other languages; • apply comprehension strategies; • read fluently to comprehend below grade-level text; • identify the author's use of literary elements in text; • identify the author's use of literary devices; • identify literature from different time periods and cultures; • understand that not all informational text is accurate and that authors write for various purposes; • recognize expository, persuasive, and procedural text; • use information from a variety of sources to discuss a topic.

Reading

Indicator 1: Students can recognize and analyze words.

6th Grade	7th Grade	8th Grade
6.R.1.1 (Analysis) Students can expand word meanings using word categories and word parts.	7.R.1.1 (Analysis) Students can analyze word parts to determine meaning and context.	8.R.1.1 (Application) Students can apply contextual knowledge of word origins to extend vocabulary.
6.R.1.2 (Application) Students can utilize context to comprehend words with multiple meanings.	7.R.1.2 (Analysis) Students can infer how word choice affects meaning.	

Indicator 2: Students can comprehend and fluently read text.

6th Grade	7th Grade	8th Grade
6.R.2.1 (Analysis) Students can utilize direct and implied meaning to comprehend text.	7.R.2.1 (Application) Students can interpret text using comprehension strategies.	8.R.2.1 (Analysis) Students can analyze text using comprehension strategies.
6.R.2.2 (Application) Students can demonstrate the elements of fluency to comprehend text.	7.R.2.2 (Application) Students can read fluently to comprehend grade-level text.	8.R.2.2 (Application) Students can read fluently to comprehend grade-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

6th Grade	7th Grade	8th Grade
6.R.3.1 (Comprehension) Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.	7.R.3.1 (Evaluation) Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.	8.R.3.1 (Analysis) Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.
6.R.3.2 (Comprehension) Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.	7.R.3.2 (Comprehension) Students can identify how authors use literary elements to create meaning.	8.R.3.2 (Analysis) Students can examine the effects of the author's use of literary devices.
6.R.3.3 (Comprehension) Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.	7.R.3.3 (Comprehension) Students can identify how authors use literary devices to create meaning.	

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

6th Grade	7th Grade	8th Grade
6.R.4.1 (Analysis) Students can compare and contrast text from different time periods, cultures, and historical events.	7.R.4.1 (Application) Students can identify recurring themes in text from diverse cultures, time periods, and historical events.	8.R.4.1 (Analysis) Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

6th Grade	7th Grade	8th Grade
6.R.5.1 (Synthesis) Students can compare and contrast information on one topic from multiple informational texts.	7.R.5.1 (Application) Students can determine which reference sources will provide the best information for the assigned task.	8.R.5.1 (Evaluation) Students can evaluate information and author's purpose about a topic gathered from informational text.
6.R.5.2 (Evaluation) Students can evaluate the credibility of informational texts.	7.R.5.2 (Analysis) Students can analyze and organize data from informational text.	8.R.5.2 (Knowledge) Students can recognize expository, persuasive, and procedural text.
6.R 5.3 (Application) Students can utilize sources to locate information.	7.R.5.3 (Evaluation) Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.	8.R.5.3 (Synthesis) Students can combine new information with existing knowledge to enhance understanding.
	7.R.5.4 (Analysis) Students can analyze the author's purpose in text.	